



Preplanning for OPGES Student Growth Goals

The goal writing process can be confusing at first, therefore it is important to do some pre thinking. That can be accomplished by using this document, [Preplanning for OPGES Student Growth Goals](#).

After working through this preplanning process, use the [OPGES Think and Plan Tool](#) to capture the entire student growth goal (SGG) writing process. These documents guide Other Professionals to think about the impact they have on student learning and growth.

The first and second set of questions engage the educator in planning the focus and intent of the growth goal. The third set of questions can be used when deciding success criteria and targets within the SGG. Additionally, they should be used cyclically throughout the year.

Is your work focused on improving a program or supporting students?
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How does your work impact students?
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- through a class of students?
- a group (or groups) of students?
- through working with teachers?
- other? (Explain.)

What goal(s) in your school (CSIP, grade level, program, etc.) does your role support?

Notes for Other Professionals, principals and peer observers: Some standards that apply to Other Professionals are more behavioral or program based. Student growth goals written by Other Professionals are based on the role they serve in students' education regardless of setting or schedule. Some Other Professionals may not work with students, instead, they support teachers. The Other Professional's work still impacts students, but the Student Growth Goal may look more like an impact goal - the type of goal that impacts a program, system, or process that positively affects student growth.

To see Other Professionals' student standards, visit the [OPGES webpage](#).

1. Based on your field's standards, what matters most?

- What enduring skills do you most want students to gain from your services?

2. What needs have you identified for the students you impact?

- Does a need of a particular group stand out for which you should focus your Student growth Goal? (SGG)

3. Do the enduring skills you identified meet the definition of enduring and tie directly to your standards?

*ENDURING - learning that:

- ❖ **ENDURES** beyond a single test date
- ❖ is of value in other disciplines



- ❖ is relevant beyond the classroom (applying learning to new and unique situations)
- ❖ is worthy of embedded, course-long focus
- ❖ may be necessary for the next level of instruction
- ❖ requires critical thinking (analyzing, creating and evaluating)

***For more training on enduring skills** view the [Enduring Skills PowerPoint](#)

For additional Student Growth Goal resources and sample scenarios using a similar process, see the resources available on the [KDE PGES webpage](#).

In the Think and Plan Tool, conduct a yearly needs assessment of students supported. The questions above help identify an area of need for the students that align to one's standards.

When deciding on a Student Growth Goal, the percentage of students who you expect to meet proficiency in a goal must be based upon baseline data of the identified group of students.

Discussion between the Other Professional, leadership, and professional learning communities will help in determining appropriateness of the goal and indicators of success.

Sample scenario: Middle School Counselor, Ms. Jones, has identified a goal to address the need to reduce bullying issues through the use of enduring skills that come from [ASCA Mindsets & behaviors for student success, K-12 college career readiness standards](#). After reviewing school data and discussing needs with teachers she has identified the enduring skills that state; Students will grow in their ability to 1.) Demonstrate self-discipline and self-control and 2.) Demonstrate effective coping skills when faced with a problem. Mrs. Jones identifies multiple data points to establish a baseline based upon these enduring skills. These include school and classroom behavior data, student reflection surveys, teacher observation data, and frequent progress checks.

Ms. Jones then identifies a group of 25 6th graders who have multiple office referrals, class disruptions and bullying issues. This group will be the target group for which she will write her student Growth goal.

For this scenario, assume that the baseline data suggests that 10% of the identified students meet proficiency expectations for the identified enduring skills. Mrs. Jones might realistically¹ identify a goal that states 40% of the students will be proficient once she has implemented all support and actions during the year. Additionally, using the same baseline data, 100% of the identified students will grow 2 levels on the rubric developed by the counselor or collaborative team based on the identified enduring skill.

¹ *realistic:* Student Growth Goal criteria that are achievable but rigorous and stretches the outer bounds of what is attainable.



Student growth is determined through the use of multiple assessments: formative and summative that are both district and self-created that assess program standards. Analysis of the data from these assessments inform the student growth process.

Capturing the data that demonstrates student's growth over time by Other Professionals informs decision making for school programs and therefore directly impacts overall school improvement planning.

Use the following questions when deciding success criteria and targets within the SGG and use them cyclically throughout the year.

1. What will it look like when you meet the goal? <ul style="list-style-type: none">• What is your vision of success for the students or the program you impact?• What does proficiency and growth look like for your standards?
2. What data is available in your program, school, or district that demonstrate where students currently are on a continuum to proficiency? (assessments, surveys, data collection, reports, observation notes)
A few examples of data that can be used to show evidence of growth include: <ul style="list-style-type: none">1. Teacher or student surveys of a skill2. Anecdotal observation notes3. Continuum check, rubric, scale4. Formative and summative assessments
3. What is your expectation for proficiency in these identified students? <ul style="list-style-type: none">• How many met proficiency at baseline collection?• Do you need to adjust your expectations after reviewing the baseline?• What is a realistic percentage to include in your SGG?
4. How many levels of growth can be expected? <ul style="list-style-type: none">• Where are students performing?• Do you need to adjust your expectations after reviewing the baseline?• What is realistic growth target to include in your SGG?
5. How can you pull together multiple sources of data (identified in #2 above) in order to identify a baseline, to measure growth and proficiency at the end of the timeline, and to formatively assess along the way? <ul style="list-style-type: none">• This is usually a rubric, continuum, or scale that can show progress toward the vision of success/proficiency.